



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

8632 W. Northern Ave., Glendale, AZ 85305

OMEGA SCHOOLS d.b.a. Omega Academy, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing Plus
2003-04 N/A
2002-03 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Sharon Foster
Schedule : 07:30 AM to 04:30 PM
Grades : K-4
2005 Enrollment : 98
Web Address : omegak12.com
Phone Number : (623) 878-8059
Fax Number : (623) 878-8175
E-mail : sfoster@omegak12.com

Mission

Our mission is to have students pursue a 90% mastery for all required Arizona Academic Standards. Our goal is to challenge all students to pursue a technical or traditional college training after graduation.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 N/A
2002-03 Not Evaluated

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will close the achievement gaps in mathematics, reading, and language arts.
- ü Students will pursue a 90% mastery level for Language Arts Standards set by the state.
- ü Students will meet technology skills by 2006.

Enrollment

October 1, 2004 School Year Student Enrollment : 101
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 85

Instructional Programs

- ü Inclusion Model of Special Education
- ü Learning Center Approach to Instruction
- ü Instruction Based on AZ /NatI Standards

Calendar Information

Number of Instruction Days :	153
Average Daily Instruction Time :	7 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Omega was formed on the premise that children can achieve untold heights if they are provided a quality education and the opportunity to learn in a nurturing, non-threatening and violence-free environment.

Parents

Omega encourages parents to be involved in their child's education. They are required to attend orientation meetings and offered the opportunity to frequently interact with the teaching staff.

Transportation Policy

BEELINE Transportation Services will determine a route for Omega.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü National Awards for Outstanding Employees	2001
ü Federal Grant - 21st Century	2001
ü Private Donations	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	33	79306	100	94	99	433	415	445	0	7	10	23	54	18	77	39	51	0	0	20
All Students (Prior Year)	10	34	75509	100	94	100	479	455	521	20	47	13	50	32	23	30	21	33	0	0	31
Female	NC	10	38691	NC	77	99	NC	410	446	NC	0	10	NC	80	18	NC	20	52	NC	0	20
Male	10	22	40583	100	100	99	443	418	445	0	12	11	0	35	18	100	53	50	0	0	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	18	32869	NC	95	99	NC	406	429	NC	7	15	NC	73	25	NC	20	51	NC	0	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	NC	10	36197	NC	91	99	NC	433	463	NC	0	5	NC	25	11	NC	75	53	NC	0	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	14	31	69060	93	91	98	434	416	454	0	4	7	25	58	17	75	38	54	0	0	22
Limited English Proficient Students	--	11	15509	--	100	100	--	402	406	--	11	20	--	78	30	--	11	45	--	0	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	NC	21	39415	NC	72	96	NC	418	431	NC	6	15	NC	50	25	NC	44	50	NC	0	10
Non-Economically Disadvantaged	NC	12	39966	NC	100	100	NC	410	459	NC	8	6	NC	58	12	NC	33	52	NC	0	30

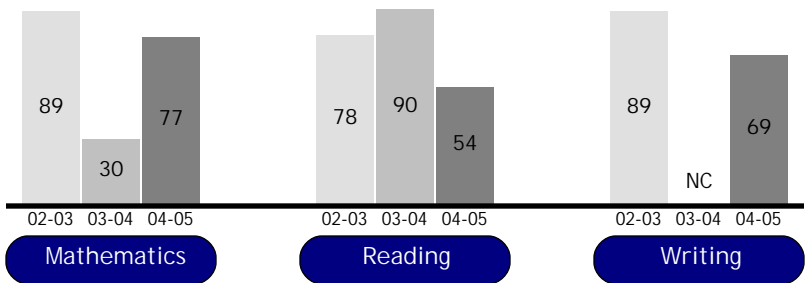
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	34	79395	100	0	99	427	415	446	8	14	9	38	46	25	54	39	55	0	0	11
All Students (Prior Year)	10	35	75492	100	97	100	529	488	519	0	40	12	10	14	16	70	40	47	20	6	24
Female	NC	11	38743	NC	0	100	NC	410	451	NC	20	7	NC	40	24	NC	40	57	NC	0	12
Male	10	22	40618	100	0	99	438	418	440	0	12	11	38	53	27	63	35	53	0	0	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	19	32915	NC	0	99	NC	407	426	NC	27	15	NC	47	35	NC	27	47	NC	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	NC	10	36221	NC	0	99	NC	437	465	NC	0	4	NC	38	15	NC	63	63	NC	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	14	32	69139	93	0	99	425	416	454	8	12	7	42	50	24	50	38	58	0	0	11
Limited English Proficient Students	--	11	15545	--	0	100	--	407	399	--	22	21	--	56	42	--	22	35	--	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	NC	22	39484	NC	0	96	NC	416	429	NC	0	14	NC	69	35	NC	31	47	NC	0	4
Non-Economically Disadvantaged	NC	12	39986	NC	0	100	NC	415	461	NC	33	4	NC	17	16	NC	50	63	NC	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	35	78869	100	100	99	436	414	442	0	7	6	31	32	21	69	61	63	0	0	10
All Students (Prior Year)	NC	34	75053	NC	94	99	NC	513	597	NC	26	7	NC	24	12	NC	47	72	NC	3	9
Female	NC	11	38536	NC	85	99	NC	451	458	NC	0	4	NC	20	15	NC	80	67	NC	0	14
Male	10	22	40302	100	100	99	419	391	428	0	12	8	38	41	26	63	47	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	20	32606	NC	100	98	NC	398	426	NC	13	8	NC	27	27	NC	60	60	NC	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	NC	10	36078	NC	91	99	NC	435	459	NC	0	4	NC	25	16	NC	75	66	NC	0	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	14	33	68697	93	97	98	444	425	454	0	4	4	25	31	18	75	65	67	0	0	11
Limited English Proficient Students	--	11	15339	--	100	100	--	407	399	--	11	11	--	22	31	--	67	54	--	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	NC	22	39106	NC	76	95	NC	434	427	NC	0	8	NC	38	28	NC	63	59	NC	0	5
Non-Economically Disadvantaged	NC	13	39837	NC	100	100	NC	387	457	NC	17	4	NC	25	14	NC	58	67	NC	0	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	28	50	83	28	NA	58	100	39	29	47
	Language	--	--	21	43	83	15	21	50	100	48	33	47
	Mathematics	--	--	27	57	83	21	47	64	100	48	31	50
3	Reading	--	--	19	47	100	NA	NA	55	100	44	33	44
	Language	--	--	21	54	100	NA	33	61	100	44	35	44
	Mathematics	--	--	16	54	100	NA	28	61	100	49	33	51
4	Reading	--	--	31	52	92	NA	NA	56	100	44	34	48
	Language	--	--	35	48	92	NA	33	52	100	58	43	49
	Mathematics	--	--	31	57	92	NA	29	61	100	52	37	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 1 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Fund Raising
- Ü Community Partnerships
- Ü Parent/Educator Relations
- Ü Promotion/Retention Issues

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	.25	Teacher	4.00
Other Professional Staff	.25	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	1	1	0	0
7 to 9 years	1	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	40
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Labs for K-4 Grades
- Ü Buildings are Handicap Accessible

Extracurricular Activities

- Ü Field Trips
- Ü After School Programs K-4/Tutoring
- Ü Student Council

Social Services

- Ü Partnership with Peoria Businesses
- Ü Member of Peoria Chamber of Commerce
- Ü Community Member on Site-based Council

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Director for after school program, IMPACT (I Motivate People and Community) was named the 'After School Hero of the Year' by American Isuzu Motors.
- ü Bus driver was recipient of National 'John Stanford Education Hero Award' due to extraordinary contributions to school, community, and society. He went to Washington, DC to receive the award from Secretary of Education, Richard Riley.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	31	12	12	17
Transfers In Rate ⁶	56	28	28	37
Stability Rate ⁷	69	87	87	82
Promotion Rate ⁸	92	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	5	0	1	6
Status Unknown ¹¹	5	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Omega's Board of Directors has a 'Drug-Free Campus' policy prohibiting the use or sale of tobacco, drugs or alcohol on or around school grounds. The school also has a policy concerning harassment and bullying. All visitors must sign in as they enter the campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Sharon Foster	(623) 878-8059
Transportation Policy	Mr. Sid Bailey	(602) 938-2092
Community Resources	Jolene Leflore	(602) 938-2092
School Nutrition Programs	Rosa Lee	(623) 878-8059
Parent Organization	Dr. Sharon Foster	(623) 878-8059
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.